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ABSTRACT

Recent research has proven that teachers' attitudes can be directly related to a child's success or failure in school and that teacher training institutions have resisted providing experiences with disadvantaged minority students. This study was designed to test the following hypotheses: (1) the Title IV in-service training program will have no effect on the attitudes of classified participants; (2) the Title IV in-service training program will have no effect on the attitudes of professional participants; and (3) the Title IV in-service training program will have no effect on classified and professional attitudes as a whole. A sample of 129 employees in the Ogden City School District (4 administrators, 9 principals, 87 teachers, 8 teacher aides, 5 secretaries, 12 lunch workers, 2 maintenance personnel, 1 counselor, and 1 nurse) was taken. A pretest and posttest of the Short Form, Multifactor Racial Attitude Inventory were used. Data were analyzed by a "t" test for non-correlated measures. The in-service program consisted of 3 125-hour sessions conducted every 6 months between January 1972 and June 1973. Findings indicated that positive attitude modifications in school personnel can be developed through a Title IV in-service training program; however, classified participants as a group did not show significant change. (Author/NQ)

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DEVELOPING POSITIVE ATTITUDES AMONG OGDEN CITY SCHOOL DISTRICT PERSONNEL TOWARD MINORITIES

by

John E. Ulibarri

A thesis submitted in partial fulfillment
of the requirements for the degree

of

SPECIALIST

in

Educational Administration

Approved:

Major Professor

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John E. Ulibarri

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ABSTRACT

Developing Positive Attitudes

Among Ogden City School District Personnel

Toward Minorities

by

John E. Ulibarri, Specialist

Utah State University, 1973

Major Professor: Dr. Terrance E. Hatch
Department: Educational Administration

Recent research has proven that teachers' attitudes can be directly related to a child's success or failure in school. Researchers have also found that a teacher's negative attitude toward minority disadvantaged children has resulted in negative self-concepts developed by these children.

Teachers with middle-class values and attitudes find themselves in conflict with, and accepting stereotyped characterizations of the disadvantaged. Educators consider them to be inferior and poorly motivated. The effects of negative attitudes are reflected in teachers' attempts to avoid teaching in the intercity schools. Institutions of teacher training have also resisted providing training experiences with minority disadvantaged students.

High personal qualities are desirable for teachers of disadvantaged minority children, beginning with respect for them as individuals and their culture.

This study was designed to test three hypotheses stated in the null form. The first hypothesis was that the Title IV in-service training program will have no effect on the attitudes of classified participants.

The second hypothesis was that the Title IV in-service training program will have no effect on the attitudes of professional participants, and the third hypothesis was that the Title IV in-service training program will have no effect on the attitudes of classified and professional participants as a whole.

The primary research design was that of a pre-test, post-test, using the Short Form of the Multifactor Racial Attitude Inventory, which employs a format in which the respondent rates the strength of his agreement or disagreement with a statement. The data were analyzed using a "t" test for non-correlated measures. The level of significance for testing differences was at the .05 level.

Three sessions were conducted between January 1972 and June 1973. Each session was conducted over a six month period, consisting of 125 hours each.

The findings indicate that positive attitude modifications in school personnel can be developed through a Title IV in-service training program; however, classified participants as a group, did not show enough change to be of significance.

(56 pages)

INTRODUCTION

The importance and influence of teachers' attitudes toward their students, and the effects of these attitudes on student achievement has received a great deal of attention among educational researchers. Only recently have they turned their attention to the economically depressed areas of the United States to examine teachers' negative attitudes toward minority students. These negative attitudes have helped to create an intelligence vacuum in that portion of the population.

The introduction of in-service training sessions for the purpose of understanding and development of positive attitudes toward minorities is an attempt to reverse tradition, attitudes, and expectation of teachers toward their minority students. In these sessions, teachers and other school personnel are introduced to the positive aspects of minority culture, life style, and those problems encountered by 15 percent of the people living in this country. Through the use of cognitive materials and confrontation of the affective domain of teachers, they should be able to analyze and evaluate their minority students with positive attitudes.

Attitude has been defined by Thurstone (Edwards, 1957, p. 13) "...as the degree of positive or negative affect associated with some psychological object." A psychological object can be any symbol, phrase, slogan, person, ideal, or idea toward which people can differ with respect to positive or negative affect. Attitude can also be defined as positive or negative evaluations or emotional feelings.

For the purpose of this paper, a minority is a person who, through self-identification, considers himself to be Chicano, Puerto Rican, Black, Asian or Native American. Chicano is used interchangeably with Spanish American, Mexican American, Spanish surnamed, or of other Spanish-speaking origin in the United States. Black American is used interchangeably with African or Negroid origin. Native American is used interchangeably with American Indian; and Asian American is Chinese, Japanese or other Asian origin.

The rationale for the definition of a disadvantaged pupil is found in the work of social psychologists Combs and Snygg:

> Once established, goals and values have intimate effects upon perceiving. Indeed, the peculiar patterns imposed upon perception by goals and values produces much of the uniqueness of behavior we have to describe as the individual's personality. The goals, values, and techniques we have differentiated as leading to need satisfaction serve us, thereafter, as reference points to the achievement of adequacy. Once clearly differentiated thus, they markedly affect behavior. (Combs and Snygg, 1959, p. 108)

In discussing the minority disadvantaged, authors often use the terms culturally disadvantaged, culturally deprived, low class, and socially and economically disadvantaged interchangeably, because recent social consciousness has not allowed adequate time to reach a concensus of terminology.

Origin and Nature of Problem

It has been the contention of minority groups that attitudes on the part of white Anglo-Saxon middle-class teachers, administrators, and other school personnel have hindered relationships with minority students. Relationship, as used in this context, is the establishment of acceptance

between the white Anglo-Saxon school personnel and minority students, based upon an appreciation and understanding of the student's culture and experiences. The net effects of these attitudes toward minority students have caused them to develop negative self-concepts and a tendency to drop out of school at a much higher rate than their white Anglo-Saxon peers.

This paper deals with the effects of a Title IV in-service training program, under Section 405 of the Civil Rights Act of 1964, to develop positive attitudes among Ogden City School district personnel towards minorities.

Objective

The objective of the Title IV in-service training program is to stimulate positive attitudes regarding minority people among staff members of the Ogden City School district. Teachers and other staff members will show positive attitudes by a significant statistical level through the use of a pre-post test.

Importance and Need

The purpose of this study will be to determine the degree of change in attitudes on the part of the school personnel toward minority students as a result of a Title IV in-service training program. The results can be used as a guide to school administrators in determining the value of in-service training programs to sensitize school personnel to the characteristics and needs of the minority students.

Hypotheses

This study tests the following hypotheses, stated in the null form: (1) The Title IV in-service training program will have no effect on the attitudes of classified participants. (2) The Title IV in-service training program will have no effect on the attitudes of professional participants. (3) The Title IV in-service training program will have no effect on the attitudes of classified and professional participants as a whole.

REVIEW OF LITERATURE

The Supreme Court in Brown v. Board of Education of Topeka in 1954 (347 U. S. 483) reversed Plessy v. Ferguson 1896 (163 U. S. 537) with its "separate but equal" doctrine, holding that segregation in public education was a denial of equal protection under the fourteenth amendment. Ten years later the Congress of the United States passed the Civil Rights Act of 1964. Both actions were an attempt to eliminate the practice of separation of peoples in the United States. However, literature pertaining to the education of minority disadvantaged children and the attitudes of school personnel toward these children, since 1964, indicates that they are still separated attitudinally.

It is impossible to speak of the attitudes of school personnel in hard, fast terms, since what school people think about race is subject to wide variations. Although attitudes have not been uniform, it is safe to say that on the whole, school personnel have not faced squarely the moral issue of racial attitudes existing within the American educational system. Even though anthropologists and psychologists, through research, have proven that race is not a significant factor in determining an individual's capacity to learn, middle-class America has stereotyped minorities as though race was in fact significant in a system whose ends and values are self-fulfilling. (National Education Association, 1965)

School personnel, being largely members of the middle-class in orientation, often hold the same stereotypes as the lay public. Passow (1966) feels that there is conclusive evidence that a teacher's social origin affects his attitudes. Their future oriented value system, work

ethic, and competition tend to alienate them from minority students. (Haubrich, 1965). According to Cheyney (1966, p. 85), the need to achieve, an inherent value in the middle-class oriented teachers, "...is often frustrated when teachers attempt to put achievement into operational effect in the deprived school classroom."

Because middle-class children are more adaptable to the work and behavioral standards of the middle-class school, teachers prefer and have a greater compatibility with middle-class pupils than with low-class pupils. (Becker, 1952; Yee, 1969) This can also be said of counselors, as shown in Garfield's study of counselor preference toward class status. He found that:

> ...when the child is identified as having upper-class status, the counselor is more willing to become ego-involved in the management of the child who is seen as "more important" and worthier of attention than when a youngster comes from the lower class. (Garfield, Weiss, and Pollack, 1973, p. 167)

The middle-class values and perceptions of teachers impede effective communications between themselves and their minority pupils. (Harlem Youth Opportunities Unlimited, 1964) Wagner (1972, p. 439), in referring to this lack of communication, further states that "many teachers of the disadvantaged simply don't understand their students."

Teachers, upon encountering disadvantaged students whose values are different, still measure progress on a middle-class scale (Ornstein, 1968). The tragedy of education by the middle class is that few educators recognize cultural diversity in their classrooms. Dr. Dodson emphasizes that:

> No nation can maintain the distinction of being democratic if it does not make allowances for cultural diversity. Such differences cannot be "just tolerated." They must be respected and encouraged so long as they possess value for any segment of the citizenry. This in a real sense, this opportunity to pursue autonomous goals, is a measure of "democracy." No

> person can make his fullest contribution to the total society with a feeling of compromise about "who he is" because he is a minority group member. (Dodson, 1956, p. 33)

Too often, teachers react negatively toward minority children simply because they are perceived as different from acceptable middle-class behavior (California State Department of Education, Bureau of Intergroup Relations, 1968).

Glasman (1970) notes that teachers specifically argue that the culturally different is inferior, which automatically tends to place that child outside the accepted moral order and framework of the Anglo American society. This is done by attributing to the minority student characteristics which are unacceptable to the mores of the middle class. Teachers regard their minority students as intellectually limited, with poor study habits, poorly motivated, undisciplined, and coming from homes where the parents are not concerned with the education of their children (Silberman, 1964; Becker, 1952; Gottlieb, 1964). They often feel that these students don't have the right kind of study habits; they can't seem to apply themselves as well, and don't learn very quickly. A great many of them don't seem to be really interested in getting an education; they simply don't respond (Becker, 1952).

In addition, in teaching disadvantaged children, many teachers have reduced their expectations and, consequently, their academic standards. According to Grossman (1971), these condescending attitudes of teachers hurt children, despite the content of the lesson, the topic of discussion, or any other structured teaching method. Glasman (1970, p. 86) reports that teachers have admitted to starting with an expectation level which was lower than "what is usually expected of other students," and they do not change this expectation. Cheyney (1966, p. 86) states that "...it

appears the myth that the teacher should have low expectations for disadvantaged children may be misleading. The greater danger is that the teacher, in believing it, may contribute to the very condition he deplores."

A study that dramatically demonstrates the effect of teacher attitudes on pupil performance was conducted by Rosenthal and Jacobson (1968a). The study dealt with students in grades one through six in a school that served a minority lower socio-economic community on the West Coast. Every child was given an intelligence test, a test described by the authors as one that would predict intellectual blooming. About 20 percent of the students were picked at random. Their teachers were told that those students tested high as potential spurters. The only difference between classmates was in the mind of their teachers.

In total, the experimental group gained four more points in I. Q. Teachers described the blooming children as more interesting, curious, happier and better adjusted. Other children gained in I. Q., but were reacted to negatively by their teachers. They were viewed as less interesting, less well-adjusted, and less affectionate. This experiment suggested that teacher expectation plays a big part in the student's sense of worthiness and his desire to succeed.

The authors refer to positive teacher expectations as the Pygmalion Theory; that is, students thought to have promise benefit from the preconceived notions of their teachers, effecting what Rosenthal (1968) calls the "self-fulfilling prophecy."

Results of a study by Henrikson (1971) support the findings by Rosenthal and Jacobson, that teacher attitudes can cause a child to succeed or fail in school. Thus, according to Rosenthal and Jacobson (1968b, p. 19) "...his shortcomings may originate not in his different

ethnic, cultural and economic background, but in his teachers' response to that background." Logically speaking, then, if the minority disadvantaged child does poorly in school, perhaps it is because that is what is expected of him.

Teachers are not alone in their low expectations of minority students. Clark and Waters (1972, p. 203) found that "...the most outstanding point of agreement among counselors was that the CD (Culturally Deprived) student lacked motivation." In an investigation of the Oakland School District, conducted by the Fair Employment Practices Agency of California, the investigator placed before a counselor a booklet entitled Success Story. The investigator asked if such a booklet would be of any assistance to the counselor, with the following results:

> The counselor turned the pages himself and seeing a photograph of a Negro executive with the title of "Asst. Chief, Advance Projects," stated "We have no Negroes in this school who could ever do this job." He then looked at the picture of a group of pharmacists, one of whom was a Negro, and stated that: "We have no Negro students who could qualify for this type of position." Also pictured was a Negro girl operating a tabulator; he stated: "We probably have a girl or two who might be able to do this job." A picture of a salesman for an oil company was shown in the pamphlet; the counselor felt they had no Negroes in that school who could ever hold that position. Subsequently, he eliminated engineering, store managers, tool designers, accountants, doctors and lawyers as occupations requiring skills which none of the Negro students in his school could acquire. (Dellums, 1963, p. 21)

According to Carter (1968) administrators also believe the minority students to be inferior, and conclude that the Mexican-American children see themselves that way. Sometimes the only reason given for the poor performance of the disadvantaged child is simply that the child is a member of a disadvantaged group (Rosenthal and Jacobson, 1968b).

Record (1964, p. 18 and 41) writes that "The paternalistic attitudes of administrators, teachers, and counselors can but add insult to the deep

injury suffered through the centuries...and marks the minorities' presumed inferiority in a less harsh but just as emphatic a way."

Anderson (1969) states that a child's self-concept is similar to the perceptions of teachers' feelings toward him. Therefore, according to Ornstein (1967, p. 215-216), "the attitude of a teacher toward his students and profession has a discernible effect on his teaching and cannot be disguised or concealed from children as sensitive as the disadvantaged."

Strom (1966) writes that many intercity classroom teachers prejudge their class by its environment before ever confronting students. Thus, minority disadvantaged children learn all too quickly of their inferior status to which they are classified by society and their teachers, when they see that they are almost always treated negatively and kept apart from their Anglo peers. Riessman (1962) further states that disadvantaged children perceive their teachers' rejection of them accurately. They react with feelings of inferiority and humiliation, and question their own self-worth. Stacker (1967) writes that a Mexican American child is taught by the school that his culture is no good, and therefore assumes that he is no good. This too readily accepted notion of a child's negative self-concept, according to Carter (1968, p. 219), has the effect of protecting "...educators from in-depth examination of other problems relative to the success and failure of Mexican American students in the 'Anglo' school."

During the Second National NEA-PR/R Conference on Civil and Human Rights in Education (1965), it was emphasized that school administrators should not deceive themselves that the lack of minority teachers is not noticed by children. Minorities are clearly and poignantly aware of this subtle form of discrimination.

Freedman (1965) states that middle-class white prospective teachers have been found to share and carry into the classroom the negative racial attitudes of their communities. In group discussions with prospective teachers, they revealed that they have little respect for anybody who is poor or in need of help. Presently being trained in teacher education institutions is a large crop of future teachers whose attitudes and beliefs about the ghetto children they will teach remains hidden and unchallenged. Grossman (1971, p. 490) alleges that "the potential destructiveness of those hidden attitudes has always existed," without any attempt by the profession to rectify those attitudes. According to Allen (1972), pre-service teachers subscribe to much of the degrading mythology about minorities and accept them as somehow inferior and socially backward.

Gould (1967) writes that new graduates of teacher education institutions, in their traditional practices, find themselves unable to cope with the urban school problem. Their life and educational experiences have kept them isolated from the realities of life that exist in urban schools. Unprepared to meet the problems that exist in these schools, they often view their new teaching positions "with distaste and reject as unworthy of their efforts the very children who most need to learn." (Hodenfield and Stinnet, 1971, p. 66)

Teacher placement problems in depressed intercity school areas are also attributable to negative attitudes. Glasman (1970) states that these schools experience exceptionally high teacher turnover; many competent teachers refuse to be assigned to the intercity, and competent teachers request transfers out of those schools. This problem is rooted in the orientation of middle-class school personnel, as they expect the culturally different child to become middle-class Anglo American, in order

to acquire equal status, rather than changing the school to meet the educational and cultural needs of the child. According to Glasman,

> When middle-class teachers are unsuccessful in attempting to change the culturally different students in this manner, they inevitably formulate the opinion that the attempts are useless and, thus, they also become unsatisfied with their work. The more "alien" the teachers are to these students, the quicker they lose faith in such attempts, the quicker they become biased in their relations with the culturally different students and the faster they become dissatisfied with their work. (Glasman, 1970, p. 83)

In a survey conducted by Wynn (1971, p. 15) regarding the preference to teach groups of one composition, "34 percent of the white teachers preferred teaching white students only." Wiles' (1971) study indicated that only five percent of the teachers questioned wanted to teach where students were predominately or all non-white. He also revealed that attitudes about students become less favorable as the composition of the student body becomes more non-white and more disadvantaged.

The conclusion that teachers prefer not to teach minority disadvantaged children is confirmed by Goldberg:

> What awaits them in depressed area schools is well-known to prospective teachers. In fact, in 1962 better than a third of the new teachers appointed to Manhattan Schools declined the appointment. Although they had prepared to teach, they apparently preferred almost any other kind of employment or none at all to teaching in a slum school. (Goldberg, 1964, p. 162)

Coleman (1966, p. 356) is more specific. "White teachers, whatever the racial composition of their students, clearly prefer not to teach in schools that are mostly or all non-white, and a majority...prefer a student body that is all or mostly white."

In a study conducted by Groff (1963), 40 percent of the teacher responses pointed to "peculiarities" in the personalities of culturally deprived children as the major cause of the dissatisfaction which led to

turnover. Clark's (1963) study adds "poor heredity," "poor home background," "culture deprivation," and "low I. Q." to the list of teacher complaints regarding their minority students. Gottlieb (1964) adds evidence when he found that white teachers perceived their Negro students as "talkative," "lazy," "fun loving," "high strung," and "rebellious." These same teachers tended to avoid those adjectives which would reflect stability and other positive qualities.

Kozol's (1967) reactions are much stronger when he emphasized the degree of hostility and bigoted attitudes of teachers and other school personnel. His conclusions that innercity teachers are prejudiced was also confirmed by Coleman (1966) and the National Advisory Commission on Civil Disorders (1968). According to Ornstein (1967, p. 216) and Gewirtz (1966), disadvantaged students also "...elicit from many of their teachers scorn, resentment, antagonism..." and the fear of being physically harmed or threatened.

Smith (1969) notes that teachers carry many of these attitudes over to the students' cumulative records by writing more negative than positive remarks, despite the pupil's intelligence or academic achievement. Garfield (1973) adds that counselors reflect a lack of willingness to become involved with low class students and reflect more punitive attitudes regarding them.

Often teachers perceive themselves as being in school to control their students, not to teach them. Rajpal (1972) found that teachers considered behaviors more serious when they represented boys of minority status. In a report by the California State Department of Education (1968) it was found that teachers feel that behavioral standards are to be maintained in all schools, but they are particularly vital in a school

where the largest percentage of students are Negro. In the same report (p. 22), another teacher's comment regarding their Black students is that teachers "must be ever vigilant, as they are troublesome." With such deep-seated negative attitudes toward minority disadvantaged children, Clark (1964, p. 19) emphasizes that one cannot expect "...positive products of an educational experience in which teachers perceive their students as enemies."

Gould (1967) writes that many teachers assigned to schools with large percentages of minority students have little or no understanding, knowledge, or training in working with disadvantaged children, and often inexperienced teachers are given what should be considered the more important teaching assignments. Glasman (1970) further states that in Chicago, for example, intercity schools have been staffed by a disproportionate amount of uncertified teachers.

Most school personnel are meeting with experiences in which their training has not prepared them. A survey of ten major teacher training institutions by Green (1967) showed that those institutions are not realistically facing the problems of providing quality teachers for urban youth. According to Smith (1969), there can be found far too many school personnel who appear psychologically and academically unprepared and unwilling to relate to minority youth.

It was pointed out in the Second National NEA--PR/R Conference on Civil and Human Rights in Education (1965) that too often, efforts to compensate for inequality of educational opportunity have resulted in giving disadvantaged children more--but more of the same--the same teachers, the same counselors, the same attitudes. What disadvantaged students need is a change in school personnel attitude. The National Education Association Educational Policies Commission (NEA, 1962), in recognizing the

importance of teacher attitudes, stated that the heart of educational process is found in the skill, dedication, and personality of the teacher. The Coleman report (1966) also shows that the quality of the teacher in the classroom is by far the most important factor in the education of children, including physical plant, teaching techniques, or educational materials available.

Development of quality teaching for minority disadvantaged children should begin in teacher education institutions. Everyone involved in the training of teachers should first take a good look at their own attitudes regarding minority children. Secondly, special training programs should be offered to all student teachers, dealing with minority disadvantaged children. Urdang (1967) emphasizes that student teaching with disadvantaged children is essential. Knowing something about minority disadvantaged children would help teachers do a better job in working with those children. Even teachers not working in target schools could also benefit from an increased knowledge of minorities.

A resolution adopted by the National Education Association in May 1965 supports the ideas stated above. The National Association should:

> Promote and conduct recruitment activities, working with teacher training institutions in revising teacher preparation requirements to include training in intergroup relations and in the skills and attitudes necessary for teachers working with children of differing economic, racial, and ethnic backgrounds. (National Education Association, 1965, p. 21)

Resolutions must be followed by positive action. The action that can be encouraged for practicing teachers is the promotion of in-service training programs dealing with minority culture, history, and developing positive teacher attitudes toward minorities.

According to Gordon (1970), school personnel dealing with disadvantaged children should possess the conviction that they can learn, and that teachers can create the necessary conditions for learning. A teacher must understand the living conditions of his students and the sociology of the school he is teaching in. He must be competent in intragroup interaction, skillful in appraising the learning problems of his or her students, expert in the content of the subject matter he is teaching, and flexible in his teaching approach. Koenigsberg (1966) adds that at the same time, the teacher needs to be more concerned about the student's learning than for the subject matter. It is imperative that school personnel must not reject the minority disadvantaged child because of who he is, but recognize him as an individual and acquire emphathy for the needs of that child.

Gies (1972) writes that teachers need to recognize that great disparity exists between the values accepted by disadvantaged pupils and the values espoused by the school. They need to understand, respect and accept the child's culture, as well as recognize his non-verbal achievement, and not try to middle-class him (Haubrich, 1965; Groff, 1964).

Small classes are imperative, and special consultants on the minority child should be sought out; school personnel should remain open to new suggestions; meticulous teacher planning is critical, and academic standards should not be lowered. Riessman (1962) contends that, although progressive education, which emphasizes concrete, experience-centered learning, is exactly what the deprived child needs so much, it is the old-style, strict, highly structured teacher who appears to be most popular and effective with underprivileged students. What is most successful is a combination of the traditional and the progressive.

According to Yee (1969), special efforts should be made to place the teachers with positive and mature attitudes toward children in schools located in LC (Lower Class) neighborhoods. Ornstein (1967) writes that ideally, this teacher is understanding, but not overly sympathetic; firm, but not inflexible; careful, but not exacting. He is not prejudiced, has an intense commitment to his role, wants to teach, and cares enough about the minority disadvantaged children to teach them.

The secret of developing respect for the minority disadvantaged child is to know his positive aspects and strengths. Hence, it is critical that the positive aspect of a child's culture, behavior and life style is recognized. Riessman (1967) gives the following examples of positive aspects: cooperativeness and mutual aid of the extended family, the evidence of strain accompanying competitiveness and individualism, equalitarianism, informality, humor, freedom from self-blame and parental overprotection, children's enjoyment for each other's company and lessened sibling rivalry, and the security and traditional outlook found in the extended family.

Recognizing that teacher training institutions have not done an adequate job in sensitizing educators toward the needs of the minority disadvantaged, and that it will be a number of years before they will adequately respond to that need, the most appropriate direction for dealing with the educational needs of those children would be for public schools to engage in in-service training. Cheyney (1966) writes that the experience in the Detroit public schools seems to indicate that in-service training is perhaps the best way to alter behavior on the part of a staff which is already teaching the culturally disadvantaged.

In-service training programs could concentrate on increasing the competence and confidence of teachers assigned to schools in low income minority neighborhoods. Experiences could include lectures, readings, and films on history and culture. Visits to juvenile court, welfare offices, neighborhood meetings, as well as conversations with parents and community leaders can help familiarize school personnel with the minority community. Anderson (1969) reports that teachers who have attended summer institutes or in-service training programs related to the teaching of disadvantaged children evidence the greatest willingness to teach disadvantaged students.

Summary

Attitudes of school personnel are subject to wide variations, yet it is safe to say that educators have not faced the moral issue of racial attitudes. Recent research has proven that teachers' attitudes can cause a child to succeed or fail in school. Negative attitudes toward the minority disadvantaged have the effect of causing many of those children to develop negative self-concepts and to question their own self-worth.

Teachers with middle-class values and attitudes find themselves in conflict with their minority disadvantaged students. School personnel have a tendency to accept the stereotyped characterization of minority children as being inferior, with poor motivation, and undisciplined behavior. Teachers feel they must deal with these students in more authoritarian ways. Counselors express those same attitudes, in that they lack the willingness to become involved with the disadvantaged. An overall effect of negative attitude is reflected in teachers attempting to avoid teaching in intercity, highly populated, disadvantaged schools.

The shortcoming of educators is their lack of understanding of the disadvantaged. Institutions of teacher training must share the blame, because of their slowness in developing programs for teachers of the disadvantaged.

A number of personal qualities are emphasized as desirable in teachers of minority children, the highest being respect for the pupil and his culture, and the belief that they can learn. Some authorities believe the old style, highly structured teachers, who at the same time are understanding, sensitive and possess good judgment, are best for the disadvantaged.

In-service training is perhaps the best way to develop positive attitudes toward minority disadvantaged children.

PROCEDURE

The In-Service Program

Three sessions were conducted between January 1972 and June 1973. Each session was conducted over a six month period, consisting of 125 hours each. Sessions were held twice weekly from 4:00 to 6:00 p. m. and approximately every other Saturday for four hours. Participants were compensated by the project at a maximum rate of three dollars per hour.

Objectives of the workshops

A. To stimulate positive attitudes regarding minority people among the staff of the Ogden City Schools, so that personal interaction will be enhanced, and problems incident to desegregation and racial incidents will be reduced throughout the district.

B. To introduce the participant to the history of minorities in America. Emphasis is placed on the contributions of Chicanos, Blacks, Asian Americans, and Native Americans to American development.

C. To recognize relationships between poverty linked characteristics and ethnic minority behavior. Participants will demonstrate their recognition through verbal responses throughout the workshops.

D. To give the participants the opportunity to develop understanding as to how attitudes, feelings, beliefs, and values are translated into racial prejudice. Participants will demonstrate their understanding through verbal responses throughout the workshops.

Objectives of the workshops were accomplished through utilization of the following instructional methods. Lectures were primarily by consultants from the Institute of Ethnic Studies, Weber State College, and members of the minority community. Content covered included the historical place and contributions of minorities in America, the sociology of American ethnicity and the psychology of prejudice, along with the eudcational process of minority children.

Title IV in-service training workshops
outline

Introduction

A. Definition and purpose

B. Who are the minorities and why

1. Chicano

2. Black

3. Native American

4. Asian

Historical background and contemporary institutions

A. Black history

1. African origins

2. The period of slavery

3. Emancipation

4. Citizenship

5. Black institutions

a. The Black family

b. Black religion

c. Black culture

B. Chicano history

1. The Chicano people
2. Origin and background
3. Social and cultural implications in the Southwest after 1850
4. Migration north from Mexico
5. Contemporary problems and solutions

C. Native Americans

1. Historical background of Indians
2. Indian culture
3. The reservation Indian and his situation
4. Urban Indians

D. Asian Americans

1. Immigration
   a. Chinese
   b. Japanese
   c. Filipinos
2. Life style
3. Japanese American relocation
4. Post World War II and contemporary

<u>Sociology and American ethnicity--the effect of poverty on ethnic minorities</u>

A. Awakening to poverty within the time of affluence

B. Who are the poor

C. Poverty linked characteristics

D. Sustaining conditions of poverty

E. Culture of poverty

Psychology of Prejudice

A. Learned attitudes, feelings, beliefs and values

1. Myths and stereotypes

2. Institutional racism

B. Motivation for prejudice formation

C. Motivation on the part of those subject to prejudice

D. Alleviating the causes and symptoms of prejudice

Education of minority children

A. A history of problems and influences

B. Educational dilemma

C. Curricular practices

D. Non-verbal communications

E. Where to from here

Didactic experiences also included a breadth of selected readings. Among these were the following: Vine Deloria, Jr., Custer Died for Your Sins, Avon Books, New York, 1969; Gerald Messner (Ed.), Another View: To be Black in America, Harcourt, Brace and World, New York, 1970; and Octavio I. Romano, Voices, Quinto Sol Publications, Berkeley, 1971.

Films viewed and discussed by the participants in the workshops were:

Blacks	Chicanos
Black and White Uptight	North From Mexico
Negro Kingdoms of Africa's Golden Age	Los Compadres
Black History: Lost, Stolen, or Strayed	I Am Joaquin
Road to Memphis	Mexican American Heritage and Destiny
Heritage in Black	

Native Americans

Treaties Made, Treaties Broken

Lament of the Reservation

How the West Was Won and Honor Lost

Asians

Manzanar

Poverty

Superfluous People (Parts 1 and 2)

Miscellaneous

Is it Always Right to be Right?

The Hangman

Opportunity was provided for process experiences in class discussions and small group sessions, which allowed reaction to, and interaction with consultants. Other process activities included a visit to the Clearfield Job Corps Center and an encounter session with minority corps men. In each session, one Saturday included a soul food dinner and another Saturday a Chicano meal. Both meals were prepared and served by ladies of the Black and Chicano communities.

Population

The population for the study consisted of 129 employees of the Ogden City School district. The composition of the participants was: 4 district administrators, 9 principals and assistant principals, 87 teachers, 8 teacher aides, [illegible] secretaries, 12 lunch workers, 2 maintenance personnel, 1 counselor and 1 nurse, for a total of 102 professional and 27 classified personnel. This total represented 38 men and 91 women. Completing the program were 126 participants.

Participants were volunteers, primarily from Title I schools which have a high concentration of minority students. However, 22 personnel were involved from throughout the district who were not in Title I

buildings. Personnel from elementary schools represented 66 percent of the participants.

Research Design

The primary research design was that of a pre-test, post-test. This design was used to test the hypotheses stated in the null form: (1) The Title IV in-service training program will have no effect on the attitudes of classified participants. (2) The Title IV in-service training program will have no effect on the attitudes of professional participants. (3) The Title IV in-service training program will have no effect on the attitudes of classified and professional participants as a whole. Pre-tests were administered at the beginning of each session; post-tests were administrated the last meeting of each session.

In order to try and assure that the variable of group history was kept at a minimum, the same treatment was given all three sessions wherever possible. (1) All groups received the subject lectures by the same consultants. (2) All groups used the same reading materials. (3) All sessions were conducted during the same times of day. However, it became impossible to conduct all sessions precisely as the ones previously, since seasonal changes and availability of consultants required adjustment.

In regard to maturation, all three sessions consisted of professional and classified personnel. However, the ratio of each session changed. During the first session there were 9 classified and 36 professional participants who completed the program. The second session consisted of 15 classified and 28 professional participants, while the third session had 3 classified and 38 professional people completing the entire workshop. This resulted in an average of 43 participants per session.

The research design enabled the researcher to control for the effects of testing. Since each session continued for almost a six-month period, there was little familiarity with testing instruments. To control for the effects of testing, however, and to constrain familiarity, alternate forms of the test were used. (Statistical regression was not a problem, since the groups involved in the study were not extreme groups.) Experimental mortality was kept at a minimum, since only 2.3 percent (two classified and one professional) of the participants involved in all three sessions did not complete the program. All persons not completing the program did so because of terminations of employment with the school district.

As in many educational projects, the Hawthorne effect was difficult to control for this study. The effect was minimized because participants were told that the project objectives were for individual personal changes. Consequently, participants were not subjected to prolonged observations and continual measurements.

Testing Instruments for the Hypotheses

During the search for an instrument to measure attitudes of educational personnel toward minorities, the short form of the Multifactor Racial Attitude Inventory (MRAI) was chosen because of its high validity and ease in administering.

Woodmansee and Cook (1967) described the Multifactor Racial Attitude Inventory, which was developed through several factor and cluster analyses of attitudinal statements. The inventory consists of nine item clusters. Subsequently, Bingham, Woodmansee and Cook (1968) added two new clusters, and Woodmansee and Cook (1970) added a third. With a single exception,

the anti-Negro answer to half of the items in each of the 12 item clusters is "agree," while for the others it is "disagree," thus balancing each cluster.

The inventory has been validated against attitudinal criterion groups. Eta coefficients reflected the strength of the relationship between inventory scores, and criterion group membership in nine samples range from .50 to .83, with a median of .58. Hence, it may be used with confidence.

There are two potential disadvantages to the inventory as published. One is its length--120 items, and the other is its agree-disagree format, which may be somewhat less sensitive to changes in attitude than is the case with ratings of strength of opinion or feeling. In consideration of the many other studies in which attitude change is assessed by comparison of pre-test and post-test measures, the latter disadvantage, if real, is particularly serious.

For these reasons, Ard and Cook (1970) decided to develop a short form of the inventory in which the respondent rated the strength of their agreement or disagreement with each item. Their objective was to find a single item which represented as closely as possible each of the 12 empirically derived item clusters. In the course of several studies, this was accomplished with considerable success.

In Table 1, correlations between the short form inventory and the full inventory approximate the reliability of the latter. Comparisons of both measures are shown for six samples, conducted through 1970.

Table 1. Comparisons of the long form and short form Multifactor Racial Attitude Inventories

Sample	N	Long form $\bar{X}$	Long form σ	Long form alpha	Short form $\bar{X}$	Short form σ	Short form alpha	Long form vs. short form
1	254	73.07	19.62	.956	40.47	11.89	.792	.874
2	162	75.91	18.31	.864	43.06	11.75	.783	.862
3	248	76.83	18.93	.948	44.16	12.98	.833	.899
4	69	70.96	20.58	.959	39.75	13.67	.831	.933
5	307	79.31	18.17	.860	45.14	11.78	.769	.905
6	84	78.57	15.75	.940	48.80	12.26	.803	.934

The short form of the Multifactor Racial Attitude Inventory employs a format in which the respondent rates the strength of his agreement or disagreement with a statement, and for this reason is suited to attitude change studies in which pre-experimental and post-experimental measurements are being compared.

Statistical Analysis of Hypotheses

The data were analyzed using a "t" test for non-correlated measures to determine significant differences between the pre-tests and the post-tests. The level of significance for testing differences was at the .05 level.

FINDINGS

The findings of this research are divided into three sections. The first section deals with the level of significance of attitude change by classified participants; the second section deals with the level of significance of attitude change by professional personnel; and the third section deals with the level of significance of attitude change of all participants in the Title IV in-service training program.

Attitude Change by Classified Participants

The results of the Short Form of the Multifactor Racial Attitude Inventory regarding classified participants is reported in Table 2. This table reports the difference on the pre-test, which was administered at the beginning of each session, and the post-test administered at the last meeting of each session.

Table 2. "t" test analysis of pre-test, post-test scores for classified participants

Pre-test mean	Post-test mean	Computed t
44.75	49.05	-1.31*

*Not significant at the .05 level.

The difference between the pre-test and post-test was not significant at the .05 level of significance. The null hypothesis, that the Title IV

in-service training program will have no effect on the attitudes of classified participants, is accepted.

Attitude Change by Professional Participants

The results of the Short Form of the Multifactor Racial Attitude Inventory regarding professional participants is reported in Table 3. This table reports the difference on the pre-test, which was administered at the beginning of each session, and the post-test administered at the last meeting of each session.

Table 3. "t" test analysis of pre-test, post-test scores for professional participants

Pre-test mean	Post-test mean	Computed t
50.78	55.54	-2.71*

*Significant at the .05 level.

The difference between the pre-test and post-test was significant beyond the .05 level of significance and permitted the rejection of the null hypothesis that the Title IV in-service training program will have no effect on the attitudes of professional participants.

Attitude Change by Participants as a Whole

The results of the Short Form of the Multifactor Racial Attitude Inventory regarding classified and professional participants as a whole is reported in Table 4. The table reports the difference on the pre-test,

which was administered at the beginning of each session, and the post-test administered at the last meeting of each session.

Table 4. "t" test analysis of pre-test, post-test scores for classified and professional participants combined

Pre-test mean	Post-test mean	Computed t
49.55	54.35	-3.03*

*Significant at the .05 level.

The statistical difference between the pre-test and post-test was significant beyond the .05 level of significance and permitted the rejection of the null hypothesis that the Title IV in-service training program will have no effect on the attitudes of classified and professional participants as a whole.

It is interesting to note that classified participants, when their scores were computed separately, did not show a significant level of difference. However, there was enough difference in the scores of classified participants that, when computed with the scores of the professional personnel, the entire group showed a significant level of difference beyond the .05 level.

Subjective Measurement

Apart from the objective measurement regarding the in-service impact on teachers' attitudes, a subjective measurement may add to the knowledge and impact of the in-service training experience.

At the conclusion of all three workshops, participants were asked to fill out an evaluation of the entire Title IV workshops. Question 21 asked participants to describe how they benefited from participation in the Title IV in-service training program. A tabulation of the replies indicates the majority considered the experience to be worthwhile.

Of those participants completing the workshops, 101 responded to that question. In the first session, 36 participants answered positively to the question, and one answer could be judged as neutral. In the second session, 26 answered positively, two were neutral, and two answers were negative. The two negative responses were written by two elementary teachers. Each teacher missed over one third of the sessions, and one never remained for a complete session. Both negative responses were directed more at the instructors than at the workshops. In the third session, 36 respondents indicated positive learning experiences, and one was a neutral response. Examples of answers from all three sessions may be found in Appendix B.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Recent research has proven that teachers' attitudes can be directly related to a child's success or failure in school. Researchers have also found that a teacher's negative attitude toward minority disadvantaged children has resulted in negative self-concepts developed by these children.

Teachers with middle-class values and attitudes find themselves in conflict with, and accepting stereotyped characterizations of, the disadvantaged. Educators consider them to be inferior and poorly motivated.

The effects of negative attitudes are reflected in teachers' attempts to avoid teaching in the intercity schools. Institutions of teacher training have also resisted providing training experiences with minority disadvantaged students.

High personal qualities are desirable for teachers of disadvantaged minority children, beginning with respect for them as individuals and their culture.

This study was designed to develop positive attitudes among school personnel of the Ogden City School district through an in-service training program under Title IV of the Civil Rights Act of 1964.

There were three hypotheses stated in the null form under study in this research. The first was that the Title IV in-service training program will have no effect on the attitudes of classified participants. This hypothesis was accepted, as classified participants did not show a

significant level of change to the extent and validity of the Short Form of the Multifactor Racial Attitude inventory. The second hypothesis, that the Title IV in-service training program will have no effect on the attitudes of professional participants, was rejected, because the level of significance was beyond the .05 level. The third hypothesis, that the Title IV in-service training program will have no effect on the participants as a whole, was also rejected, as the level of significance was beyond the .05 level. The classified participant scores were high enough, however, that when combined with the scores of professional participants, the workshop participants as a whole showed a significant level of difference.

Conclusions

The objective results of this study show that positive attitude modifications in school personnel can be developed through a Title IV in-service training program. However, classified participants as a group, did not show enough change to be of significance.

Subjectively, participants strongly felt that the influence of the workshops helped them to develop personal positive changes in attitude toward minorities.

Recommendations

This study suggests a revision of traditional teacher training programs, in order to provide knowledge and experience to teachers and other school personnel working with minority disadvantaged students.

A study dealing with the affective domain raises questions concerning the differential effects of didactic and process experiences in contributing to positive changes in attitudes. The permanence of effects is also open to question.

This study also raises the question whether a higher level of formal education among professional personnel influences flexibility in changing attitudes, as compared to the level of education among classified personnel. Methods of presentation may also be more conducive to a change in attitude in professional personnel.

It is also recommended that follow-up research could answer the above questions.

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APPENDIXES

Appendix A

A Short Form of the Multifactor Racial Attitude Inventory

Nicholas Ard
Stewart W. Cook

1. Do you believe that integration (of schools, businesses, residences, etc.) will benefit both whites and Negroes?

_____ I am strongly opposed to integration.
_____ I am moderately opposed to integration.
_____ I am slightly opposed to integration.
_____ I am undecided whether I am in favor or opposed to integration.
_____ I am slightly in favor of integration.
_____ I am moderately in favor of integration.
_____ I am strongly in favor of integration.

2. Do you think desegregation should be gradual or should it take place all at once?

_____ I am strongly in favor of gradual desegregation.
_____ I am moderately in favor of gradual desegregation.
_____ I am slightly in favor of gradual desegregation.
_____ I am undecided whether I favor gradual desegregation or desegregation all at once.
_____ I am slightly in favor of desegregation all at once.
_____ I am moderately in favor of desegregation all at once.
_____ I am strongly in favor of desegregation all at once.

3. Who do you think should decide about desegregation: the federal government or states and local communities?

_____ I am strongly in favor of states and local communities deciding about desegregation.
_____ I am moderately in favor of states and local communities deciding about desegregation.
_____ I am slightly in favor of states and local communities deciding about desegregation.
_____ I am undecided whether the federal government or states and local communities should decide about desegregation.
_____ I am slightly in favor of the federal government deciding about desegregation.
_____ I am moderately in favor of the federal government deciding about desegregation.
_____ I am strongly in favor of the federal government deciding about desegregation.

4. Do you believe that a businessman or landlord has a right to choose whom he will deal with, even if this means refusing to deal with Negroes?

_____ I believe strongly that a businessman or landlord has a right to choose whom he will deal with.
_____ I believe moderately that a businessman or landlord has a right to choose whom he will deal with.
_____ I believe slightly that a businessman or landlord has a right to choose whom he will deal with.
_____ I am undecided whether I believe that a businessman or landlord has a right to choose whom he will deal with, even if this means refusing to deal with Negroes.
_____ I slightly oppose a businessman or landlord's right to choose with whom he will deal.
_____ I moderately oppose a businessman or landlord's right to choose with whom he will deal.
_____ I strongly oppose a businessman or landlord's right to choose with whom he will deal.

5. What is your opinion of this statement: "The fact that Negroes are human beings can be recognized without raising them to the social level of whites."

_____ I am strongly in favor of that statement.
_____ I am moderately in favor of that statement.
_____ I am slightly in favor of that statement.
_____ I am undecided whether I am in favor or opposed.
_____ I am slightly opposed to that statement.
_____ I am moderately opposed to that statement.
_____ I am strongly opposed to that statement.

6. If a Negro were put in charge of you, how would you feel about taking advice and direction from him?

_____ I would be strongly opposed.
_____ I would be moderately opposed.
_____ I would be slightly opposed.
_____ I am undecided whether I would be in favor or opposed.
_____ I would be slightly in favor.
_____ I would be moderately in favor.
_____ I would be strongly in favor.

7. If you had a chance to introduce Negro visitors to your friends and neighbors, how would you feel about it?

_____ I would be strongly opposed.
_____ I would be moderately opposed.
_____ I would be slightly opposed.
_____ I am undecided whether I would be in favor or opposed.
_____ I would be slightly in favor.
_____ I would be moderately in favor.
_____ I would be strongly in favor.

8. What is your opinion of this statement: "Although social equality of the races may be the democratic way, a good many Negroes are not yet ready to practice the self-control that goes with it."

_____ I am strongly in favor of that statement.
_____ I am moderately in favor of that statement.
_____ I am slightly in favor of that statement.
_____ I am undecided whether I am in favor or opposed.
_____ I am slightly opposed to that statement.
_____ I am moderately opposed to that statement.
_____ I am strongly opposed to that statement.

9. How would you feel if you were eating with a Negro of the opposite sex in a public place?

_____ I would feel extremely uneasy.
_____ I would feel moderately uneasy.
_____ I would feel slightly uneasy.
_____ I am undecided whether I would feel at ease or uneasy.
_____ I would feel slightly at ease.
_____ I would feel moderately at ease.
_____ I would feel very at ease.

10. Which do you think helps the Negro more: laws preventing discrimination against Negroes or programs aimed at improving the Negro's ability to compete in our society?

_____ I believe strongly in programs aimed at improving the Negro's ability.
_____ I believe moderately in programs aimed at improving the Negro's ability.
_____ I believe slightly in programs aimed at improving the Negro's ability.
_____ I am undecided whether I believe in laws against discrimination or programs aimed at improving the Negro's ability.
_____ I am slightly in favor of laws against discrimination.
_____ I am moderately in favor of laws against discrimination.
_____ I am strongly in favor of laws against discrimination.

11. How do you feel about interracial marriage?

_____ I am strongly opposed to interracial marriage.
_____ I am moderately opposed to interracial marriage.
_____ I am slightly opposed to interracial marriage.
_____ I am undecided whether I am in favor or opposed to interracial marriage.
_____ I am slightly in favor of interracial marriage.
_____ I am moderately in favor of interracial marriage.
_____ I am strongly in favor of interracial marriage.

12. How do you feel about it when Negroes hold mass demonstrations to demand what they want?

_____ I am strongly opposed to demonstrations.
_____ I am moderately opposed to demonstrations.
_____ I am slightly opposed to demonstrations.
_____ I am undecided whether I am in favor or opposed to demonstrations.
_____ I am slightly in favor of demonstrations.
_____ I am moderately in favor of demonstrations.
_____ I am strongly in favor of demonstrations.

Appendix B

Evaluation of Title IV In-Service Training Workshops

21. On this page, please describe how you have benefited from participation.

First Session

"I hadn't realized some of the discrimination that had been going on unintentionally though unknowingly on my part. It surely hadn't been done with any malice, just unconsciously. I'm glad it was brought to my awareness."

"New knowledge of and contact with other ethnic groups has created in me a new respect for their dignity and intelligence."

"The sudden realization about myself has been somewhat frustrating. I have found that perhaps I am somewhat more prejudiced than I had realized. Most of my own attitude has been ingrained and unconscious. This is a frightening insight about oneself especially when he thought himself to be more liberal and less prejudiced than most. I hope that my new awareness and sensitivity about minority students will not fade and will remain in the classroom."

"I realize today as I look back to the first of the workshop--there has been a change! I am extremely grateful for the awareness of not only the history and culture of the minorities but for the awareness of their feelings I've gained."

"I learned that I did have some definite prejudices--and I feel that I have changed them. The information given about cultural differences will help me understand individual students and their problems."

"I feel more sympathetic and believe I can be more realistic and patient with students on a personal level. I have managed to lose friends and alienate people. I have suddenly become a radical in the ranks."

"It's too bad this workshop can't keep up and get to more people."

"This bigot has changed much more than I'd have believed. Whereas I used to be comfortable in my bigotry (hah!) now I'm confused."

"What I learned here was how little I really do know of minority culture and of how important it is to learn more. I have been guilty in the classroom of expecting too little of minority students."

"I have gained many things from this class. My attitude has changed and I feel like it has been a wonderful experience for me. Wish everyone could have the chance to participate."

Second Session

"I feel now that many of my racist attitudes of minorities stem from stereotype fears and many mis-understood facts about them."

"I think the most important thing I gained was a deep awareness of the importance of the self-concept."

"The workshop has indeed changed my attitude, but more than that. I would say the new knowledge and histories of minorities has helped me 'kick the stereotype habit.'"

"I began the class with a head-in-hands attitude. I knew that I was going to hate every minute of it. I was also sure that my ulcer would suffer. But, I am happy to report that the class has effected a complete change in my attitude. My relationship with minority students has undergone a complete change. I now feel more at ease around them, and I am sure that they feel the same about me. The actual knowledge I have gained has done the trick. Ignorance breeds contempt--knowledge erases it. I feel much better about my attitude toward all minority races. I find myself being drawn into discussions championing the cause of minorities. I feel that every teacher should be required to take the class. I recommend it highly."

"I have, unbelievably enough, changed my attitude on minority problems. I did blame the victim. I realize now that these children coming to my class do have different attitudes and order of priorities. I have to accept their backgrounds and do what I can for them in my subject area. I feel very at ease in my classroom with minorities, now as in the community. For the first time since I began teaching I can honestly say I don't dislike certain students in my classes, minority or majority, because I try to see the person now. It really feels great. Thank you."

"I have benefited from this class because it has been brought to my attention that other people really do exist. I was never really too concerned before, you know, my own little circle. I really like children and now it is no harder to put my arm around a Black child or a Chicano child as one of my own. I don't feel a bit self-conscious about going anywhere with them."

"The main item of importance to me is that minorities do have faith and hope in the Constitution and laws of this nation."

"I feel with more knowledge of certain cultures, religions and feelings--attitudes of various races that I have gained through this class, I can be more understanding and have more empathy with anyone--minority or not. I feel more at ease with minority children and feel I can relate to them much better. I can respect them as human beings more now. I rate this class A++ and wish everyone in the district could have the opportunity of attending."

"I am a great deal more conscious of stereotypes and using them as blanket statements. They are not eternal truths. I entered class thinking I was pretty liberal. As time went I discovered much to my horror that I was not."

Third Session

"Probably an unintentional change has occurred in my behavior as I am more aware of institutional racism."

"I have achieved a greater sensitivity to minority opinion, and therefore, I hope, their feelings. Certainly my knowledge of background concerning attitude development has grown greatly. Being aware of these elements will alter my relationships with minority students in the future."

"I have had much involvement in the past with ethnic and minority problems and people. Still, many new ideas and concerns were brought out that I wasn't either fully aware of or even half-aware of. It has helped in having a keener insight in attitudes and behaviorism."

"The benefits are surprising to myself. My biggest change has come with my reactions to my own peers. Their attitudes have to be changed by mine."

"I feel I have become more aware of how minorities feel and why they feel this way. Through this class I feel I can better reach the needs of the children I teach and help these students to at least begin to understand why someone else acts this way. I hope that I don't let myself slip back into my old ways of thinking. I hope the district does something to keep reminding us of what we have learned in this class."

"I have benefited a great deal from this class and feel my life has been greatly enriched by this experience. I have gained understanding and appreciation of ethnic peoples' background and culture. The fact that we all have cultural differences makes life all the more rich and interesting when sharing ideas and feelings. Learning about the backgrounds of minorities better prepares me for dealing with these students and convinces me that teachers need to better equip these children with experiences which to relate to their culture and which are meaningful to them."

"I feel even more strongly now that the schools that deal with minority children must develop their curriculum with relevancy to the needs of culturally different students regardless of district priorities."

"I have been made more aware of problems I have always taken for granted. I am sure I will go back to my classroom with a keen awareness of culture differences in minorities and I will be able to understand the children's needs better and be better prepared to help them."

"I have gained more knowledge and certainly changed attitudes toward minorities and have lost many stereotyped ideas. This will help with minority student and parent relationships. I have gained a more sympathetic attitude for parents and can more clearly see their reasons for their feelings toward school and teachers."

"The greatest benefit from this class is the new knowledge I received. This knowledge has given me insight into the feelings of members of minority groups. This information has provided an opportunity to be aware that people must be dealt with or related to as individuals."

VITA

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Specialist

Thesis: Developing Positive Attitudes Among Ogden City School District Personnel Toward Minorities

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Education: Attended Wilson Elementary School, Ogden, Utah; graduated from Ben Lomond High School in 1957; received the Bachelor of Science degree from Weber State College, with a major in History and a minor in Political Science in 1966; participant in E. P. D. A. Civics Institute, Utah State University, Summer 1969; participant in National Conference of Christians and Jews, Human Relations Institute in Mexican Culture, University of the Americas, Puebla, Mexico, Summer 1971; completed requirements for the Specialist in Educational Administration at Utah State University in 1973.

Professional Experience: Coordinator of Title IV in-service training program, Ogden City School district, 1972 to 1973; Instructor of Ethnic Studies and Advisor to Chicano Students, Institute of Ethnic Studies, Weber State College, June 1970 to December 1971; taught seventh, eighth and ninth grade Social Studies at Wahlquist Junior High School, Ogden, Utah, 1967 to 1970; author of Teacher Attitudes Toward Minority Disadvantaged Students, in Collected Papers: 1973, Utah Inter-Institutional Seminar in Childhood Education; member of National Education Task Force de la Raza.